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Delivery, Fidelity, and Satisfaction

A process evaluation can help improve the future implementation of your evidence-based sexual health program and also help explain why you did or did not achieve your indicators of success. Be sure to use the templates in the **IMPLEMENT Step** of iCHAMPSS to help you collect your process evaluation data. After you have used these data to complete your **iCHAMPSS Process Evaluation Report**, check the following:

1. DELIVERY: Did the program go as planned?

Yes   No

☐   ☐   Was the program implemented on the dates for which it was planned?

☐   ☐   Did the number of schools implementing the program match what was planned?

☐   ☐   Did the numbers of students participating in the program match what was planned?

2. FIDELITY: Was the program implemented as intended? Were any changes made?

Yes   No

☐   ☐   Were all lessons implemented by each teacher?

☐   ☐   Were all program activities (e.g., role plays, small group discussions, and games) implemented by each teacher?

☐   ☐   Were any **red-light modifications** made to the program?

3. SATISFACTION: How was the program received by teachers and students?

Yes   No

☐   ☐   Were teachers satisfied with program delivery?

☐   ☐   Were students satisfied with the learning experience?

If you found that:

Actual data were **similar** to what was planned; the program was implemented completely with no changes; and teachers and students were satisfied with the program

➡️ Congratulations! You were successful in implementing your program according to plan and with fidelity! Make note of any necessary quality improvements in your maintenance plan to ensure that you have another successful year.

Actual data were significantly **different** than what was planned; the program was not implemented completely; red-light changes were made to the program; or teachers and students were not satisfied with the program

➡️ Determine why implementation was not as successful as you had planned. Refer to the tables below for ideas on how to make necessary quality improvements in your maintenance plan to increase the likelihood that the program will be implemented successfully next year.

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Table 1: Implementation issues related to **DELIVERY OF THE EVIDENCE-BASED PROGRAM**:

If you have the following issue	Determine why	Consider making the following changes
Fewer students participated in the program than planned	1) Was the timing of recruitment appropriate? Was there adequate time for recruitment? 2) Did a large number of parents refuse child participation? 3) Was the process of obtaining parental permission forms clear and accessible? 4) Were students not interested in the program?	1) Recruit for the program earlier in the year to allow for greater time to promote the program and receive parental permission. 2) Host parent-information events to provide an opportunity for parents to ask questions and diffuse any potential controversy. Collect parental permission forms at parent-information events, if possible. 3) Provide multiple reminders to students and parents, that overview the parental written consent requirement for students to participate in the program, and provide relevant contact information for parents to discuss questions or concerns. Consider obtaining parental consent forms electronically, for example through secure email that is confidential and internal. This may reduce the barrier of having to receive parental consent forms through student delivery of forms. 4) Offer students incentives (e.g., extra credit, or free dress day)
Program implementation was delayed	1) Were the dates scheduled for implementation realistic? Did implementation dates conflict with school testing days or other school events? 2) Were resources obtained before the school year or semester began? 3) Did coordination between all staff involved in implementation occur before the school year or semester began?	1) Schedule implementation dates that allow for adequate planning time. Consider testing dates or other school events that may interfere with implementation when scheduling dates 2) Obtain resources for program implementation before the school year or semester begins 3) Coordinate with all school staff involved in implementation before the school year or semester begins

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Fewer schools implemented the program than were planned	1) Were all school administrators and staff supportive of the program?	1) Host information sessions and/or one-on-one meetings with school administrators and staff to address concerns regarding the program, especially considering the possible added issue of staff turnover
	2) Were all teachers aware of the program?	2) Inform all teachers of the program and program expectations through multiple vehicles (e.g., email, mail, and in-service days)
	3) Were all teachers trained to implement the program?	3) Plan adequately for budget and timing for staff to get trained prior to implementation. Schedule an annual training or make-up training date
	4) Was technical assistance offered to schools to help overcome implementation barriers?	4) Designate a district contact person to provide technical assistance to schools that may have extra challenges with implementation
	5) Were program resources readily available for each school?	5) Coordinate program resources before the school year or semester begins
	6) Was there a designated school coordinator to provide technical assistance and help teachers to ensure successful implementation?	6) Identify a school coordinator to follow-up with teachers during implementation

Table 2: Implementation issues related to **FIDELITY OF THE EVIDENCE-BASED PROGRAM**:

If you have the following issue	Determine why	Consider making the following changes
Not all program lessons or activities were implemented completely	1) Was there sufficient time allocated to implement all program lessons? Was there sufficient time allocated to complete all activities in each lesson?	1) Schedule implementation dates and times that take into consideration the length of the program and individual activities, to best accommodate class scheduling, as well as standardized testing requirements.
OR Program activities were changed or	2) Were teachers comfortable teaching each lesson and activity? Was the classroom managed effectively during implementation?	2) Provide additional trainings for teachers to increase comfort in teaching the program and/or knowledge of classroom management strategies

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activities that are not a part of the program were added during implementation

3) Were all program resources readily available for teachers?

3) Coordinate program resources for each teacher before implementation begins; talk with teachers in advance about what materials may be needed

4) Were expectations to implement the entire program communicated to teachers?

4) Communicate expectations to implement the entire program and all program activities to teachers before implementation begins

5) Were school administrators and staff supportive of all components of the program?

5) Host information sessions and/or one-on-one meetings with school administrators and staff to address concerns regarding the program

6) Review activities that were added to make sure they do not conflict with content or messaging of the selected program.

6) Were activities added to the program?

Table 3: Implementation issues related to **SATISFACTION OF THE EVIDENCE-BASED PROGRAM**:

If you have the following issue	Determine why	Consider making the following changes
Teachers were not satisfied with the program	1) Were teachers made aware of the program's proven effectiveness to reduce sexual risk behaviors and promote healthy relationships?	1) Highlight the program's effectiveness in reducing sexual risk behaviors and promoting healthy relationships at teacher trainings and staff meetings
	2) Were teachers comfortable discussing topics presented in the program?	2) Ensure that teachers have been trained to deliver the selected program and provide additional specialized trainings for teachers to increase comfort in teaching the program
		3) Provide classroom management trainings for teachers
	3) Was the classroom managed effectively during implementation?	
	4) Was adequate time allocated for implementation?	4) Schedule implementation dates and times that take into consideration the length of the program and individual activities, as well as standardized testing requirements
		5) Coordinate program resources for each teacher before implementation begins; talk with teachers in advance about what materials may be needed
	5) Were program resources readily available for teachers?	

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Students were not satisfied with the program	1) Were the program and activities age- and culturally-appropriate for your students?	1) Consider the population the program was designed for and tested among when selecting an evidence-based program.
	2) Did teachers have good rapport with students? Did teachers respect students' opinions and beliefs?	2) Select teachers to implement the program who have or are able to build good rapport with students, are comfortable discussing sensitive topics with students, can separate personal and professional beliefs regarding adolescent sexual health, and respect students' opinions and beliefs.
	3) Did teachers encourage student participation in activities?	3) Provide teacher trainings that address how to engage students in classroom activities.